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Grade 6 Social Studies Lesson submitted for Midwest Slavic K-12 Teacher Workshop,
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Ohio's New Learning Standards: Grade Six Social Studies
(Source: Ohio Department of Education, September 2012)

Economic Strand

Topic: **Scarcity**

Content Statements

13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.

14. When regions and/or countries specialize, global trade occurs.

Topic: **Markets**

Content Statement:

15. The interaction of supply and demand, influenced by competition, helps to determine the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

Resources

Internet articles as noted below

Textbook used by South-Western City Schools, Sixth Grade Social Studies
Pearson My World Geography: Eastern Hemisphere by Gregory H. Chu, Susan Hardwick, and Don Holtgrieve c. 2013 ISBN 13: 978-1-269-22178-8

Goal: Students will use their textbook and several online articles to explore Ukraine's poultry industry as an example of economic scarcity and markets.

DAY ONE - The textbook's Eastern Europe Chapter (pages 664-691) begins with a three page story about a Ukrainian teenager from Bezpalche, Ukraine. Students will read the story, then view the accompanying video interview of Serhiy. The photo captions include Serhiy feeding corn to chickens on his family's farm, buying groceries at the only store in his town, working on a computer that he put together, and traveling 80 miles to Kiev to take preparatory classes. The article notes that Serhiy does not have an internet connection at home.

Students will read the article to answer these questions.

1. How big is Serhiy's town?
2. How did farming change when Ukraine became independent?
3. What is Serhiy's typical daily schedule?
4. Why does the writer say "Even if he [Serhiy] is not accepted to the military academy, he will leave his village"? (page 667)

DAY TWO -

Students will view, discuss, and draw conclusions from the slide show on the official website of the Ministry of Agrarian Policy and Food of Ukraine.

http://minagro.gov.ua/photo?album_id=15975

Slide-Ukraine: Importance of Agriculture for the country

Question- What percentage of the total export in 2014 was agricultural? (28%)

Slide- Agricultural Trade Between Ukraine and USA

Questions- How did the amounts change from 2013 to 2014 in egg imports from the United States? (12.8 to 14.2)

How did the amounts change from 2013 to 2014 in grain exports to the United States? (2.8 to 2.5 \$ min)

Slide- Ukraine is a Global Supplier of Agricultural Products

Question- How does Ukraine rank in the world as an exporter of poultry? (#7 in the world)

DAY THREE-

Students will continue to address the economic standards regarding scarcity and markets in Eastern Europe, specifically Ukraine. This day's articles will continue the exploration of how Ukraine's economy can be improved by specializing (in halal poultry for Muslim consumers) and by increasing exports. By exploring these "cause and effect" style articles, students will gain further insight into why Serhiy says he must move from his small farm town.

"Ukrainian poultry industry needs to boost exports" January 29, 2015

<http://www.worldpoultry.net/Broilers/Markets--Trade/2015/1/Ukrainian-poultry-industry-needs-to-boost-exports-1632338W/>

“Ukrainian poultry producers eye increased exports to Muslim countries”

September 22, 2014 Vladislav Vorotnikov

<http://www.globalmeatnews.com/Industry-Markets/Ukrainian-poultry-producers-eye-increased-exports-to-Muslim-countries>

Essential Question Writer’s Workshop p. 61 My Student Journal

ISBN 13: 978-1-269-37842-0

“The people and nations of Eastern Europe may be affected by similar challenges as those faced by Serhiy. After Ukraine became an independent country, the government gave each family a small plot of land for farming. In rural communities like Bezpалche, people must focus on farming and chores, and face challenges such as the lack of Internet access. These challenges can adversely affect a nation’s ability to compete in a global market.”

Assessment

Students create questions and answers using the data sets provided in the articles. Answer must illustrate understanding of imports, exports, scarcity, etc.